

Animals

2-2 The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)

2.2.3 Explain how distinct environments throughout the world support the life of different types of animals.

Taxonomy level: 2.7-B Understand Conceptual Knowledge

Previous/Future knowledge: In 1st grade (1-2.5, 1-2.6) students explained how distinct environments in the world supported different types of plants. In 4th grade (4-2.2) students will explain how distinct environments (including swamps, rivers and streams, tropical rainforests, deserts and polar regions) influence the variety of animals that live there.

It is essential for students to know that animals require air, water, food, and shelter and can only survive in environments where these needs can be met. There are distinct environments in the world (for example salt and freshwater, deserts, grasslands, forests, polar lands) that support the life of different types of animals.

It is not essential for students to study all of the distinct environments (biomes) in the world or all the animals but a study of more than one distinct environment is needed to completely cover the indicator.

Assessment Guidelines:

The objective of this indicator is to *explain* how distinct environments allow certain animals to live there; therefore, the primary focus of assessment should be to construct a cause-and-effect model of the various environments and how they support different animals. However, appropriate assessments should also require students to *recall* the way a distinct environment support the types of animals that live there; *summarize* the conditions within an environment that support the life of an animal that lives there; or *identify* an animal that would live in a distinct environment.